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ABSTRACT

The selected bibliography of programs for children with learning disabilities contains approximately 90 abstracts and associated indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), and how to order "Exceptional Child Education Abstracts" (an order blank is provided), in which the abstracts are originally published. Also, front information includes a list of terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication dates of documents abstracted range from 1964 through 1973. (MC)

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LEARNING DISABILITIES–PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 615

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 060 704

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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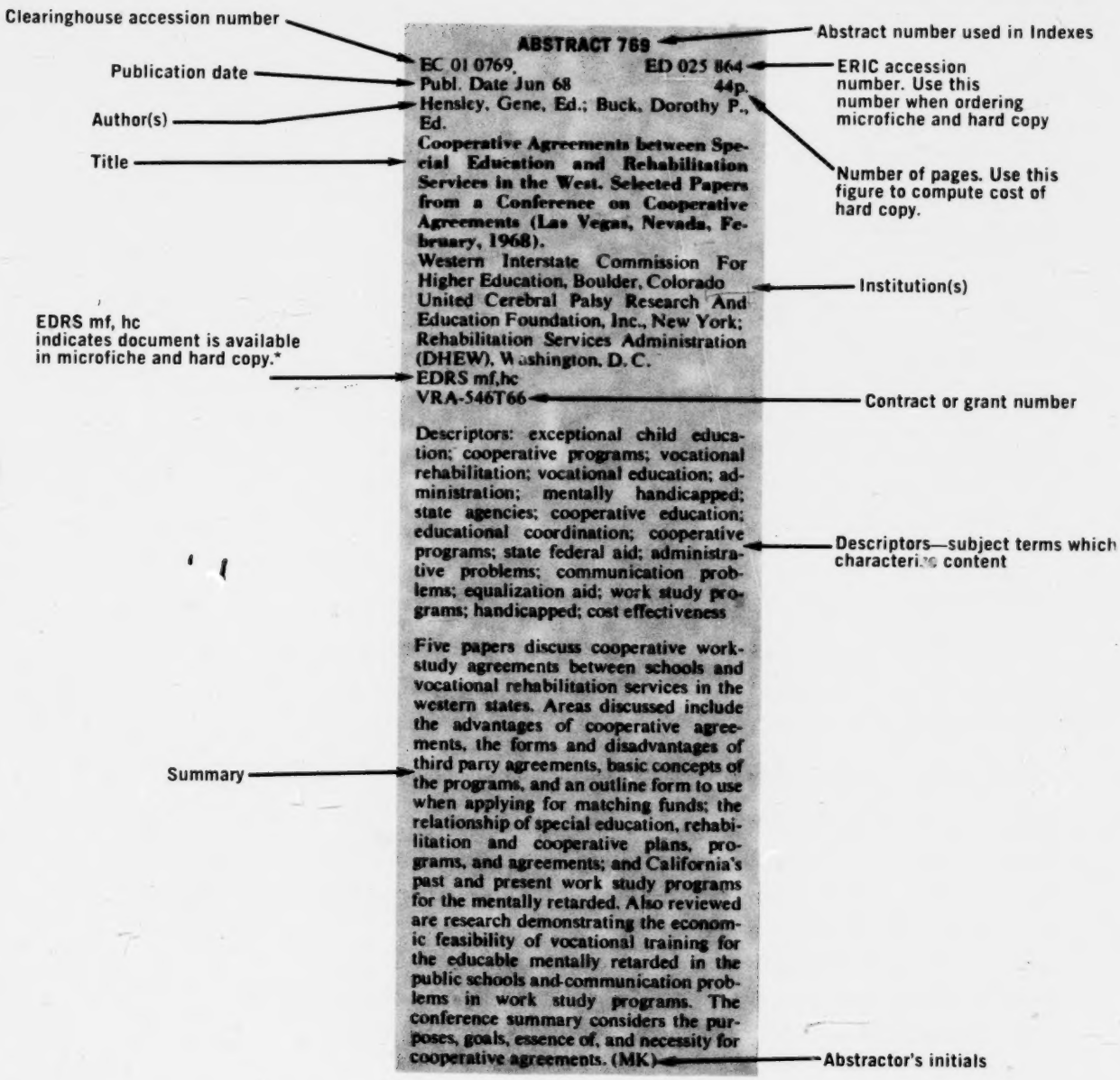
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ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D.C.
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Learning Disabilities-Programs* from the Center's computer file of abstracts are listed alphabetically below:

Aphasia
Dyslexia
Eye Hand Coordination
Language Handicapped
Lateral Dominance
Learning Disabilities
Minimally Brain Injured
Motor Development
Perceptual Motor Coordination
Perceptional Motor Learning
Perceptually Handicapped
Program Budgeting
Program Coordination
Program Costs
Program Descriptions
Program Design
Program Development
Program Effectiveness
Program Evaluation
Program Planning
Program Proposals
Psychomotor Skills
Reading Difficulty

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Bulletin of the Orton Society, 8415 Bellova Lane, Towson, Md. 21204

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

Focus on Exceptional Children, Love Publishing Company, 6635 East Villanova Place, Denver, Colo. 80222

Instructor, Box 6099, Duluth, Minn. 55806

Journal of Learning Disabilities, 5 North Wabash Avenue, Chicago, Ill. 60602

Journal of Reading, International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711

Journal of School Psychology, 51 Riverside Avenue, Westport, Conn. 06880

Journal of Special Education, 3515 Woodhaven Road, Philadelphia, Pa. 19154

Mental Retardation, 49 Sheridan Avenue, Albany, New York 12210

Reading Teacher, International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711

TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 10179

EC 01 0179 ED 018 019
Publ. Date 66 47p.
Perry, Harold W.
A Perceptual Training Program for Children with Learning Disorders.
Memphis City Sch. System, Tennessee
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; teaching methods; program evaluation; tests; special classes; perception; perceptually handicapped; minimally brain injured

An experimental training program studied the effectiveness of new methods of identifying and teaching perceptually handicapped children with learning disorders. Subjects were selected by the following criteria--specific learning deficits, perceptual deficits, general coordination deficits, hyperkinesis, impulsivity, emotional lability, short attention span and/or distractibility, and equivocal neurological signs. Subjects selected were placed either in class type T (tractible or tranquil) or in type H (hyperkinetic). Experimental controls exercised included evaluation of all children before enrollment in special classes, unbiased selection, and assignment of some of the suitable children to regular classes. A 3-year evaluation was made. Curriculum focused on basic school skills, and teachers took account of the characteristic variability of perceptually handicapped children. Classrooms were adapted to eliminate distraction, and classes were kept small. Motor activity and repetition were structured into classroom activities. Special training was required of the teachers. The first year the 14 experimental subjects improved over the 10 controls with an average grade level difference of .13 in reading, 1.01 in spelling, and .92 in arithmetic. The second year the 31 subjects improved an average of 1.3 in reading, .9 in spelling, and .9 in arithmetic. Behavioral changes were also noted. The Bender-Gestalt tests were administered to measure perceptual growth. During the third year, with 94 subjects in 11 classes, average improvement was .8 in reading, .6 in spelling, and .6 in arithmetic. Tables of achievement scores are given. The sources of the teaching methods used are identified as Alfred Strauss and Laura Lehtinen, and the Frostig Program for Development of Visual Perception and the Hay-Wingo method of teaching reading and language skill are recommended. Drawings evidencing visual and visual motor perceptual growth of several children involved in the program are included as exhibits. A bibliography lists four items. (JD)

New Techniques in Diagnosis and Appraisal and Implication for Therapy for All Public School Children with Communication Disorders, Proceedings of a Special Study Institute (Montgomery, Alabama, October 4-6, 1967).
Alabama State Dept. Education, Montgomery
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; speech therapy; identification; children; public schools; clinical diagnosis; school services; communication problems; speech therapists; reading achievement; medical treatment; interdisciplinary approach; speech evaluation; speech pathology; language handicapped; school responsibility; administration; program planning

In October 1967, a special study institute, sponsored by the Alabama State Department of Education, convened for the purposes of (1) discussing the most efficacious means of speech therapy program organization, (2) exploring new techniques of speech problem identification, prognosis determination, and therapeutic sequence development, and (3) studying the role of the speech therapist in relation to the total public school program. Remarks by Lucy Whitley concern the PTA's Role in Assisting Schools in Providing Services to Children with Communication Problems. The following papers are presented--(1) The Responsibility of Public Schools in Providing Services to Children with Communication Problems by W.W. Elliott, (2) Techniques in Diagnosis and Appraisal of Children with Communication Problems by Gretchen Phair, (3) Changing Concepts on Communication Problems--Implications for Therapy by Gretchen Phair, (4) The Role of the Speech Therapist in the Public Schools by Martha Black, (5) Some Medical Aspects of Speech Pathophysiology by William Daniel, Jr., (6) Communicologists in the Total Health Picture by Gwenyth R. Vaughn, and (7) Oral Architecture and Expression Potential by Joseph M. Sims. Summaries of two group sessions and a list of participants are included. (JB)

ABSTRACT 10297

EC 01 0297 ED 017 103
Publ. Date 66 113p.
Gordon, Sol; Golub, Risa S.
Recreation and Socialization for the Brain Injured Child.
New Jersey Assn. for Brain Injured Child., East Orange
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; recreation; ophthalmology; parent counseling; recreational programs; children; socialization; minimally brain injured; recreational activities; social recreation programs; games; program administration; perceptual motor coordination; perceptual development; primary grades; guidance; parent attitudes; adolescents; summer programs; day schools; day camp programs; program planning

Designed for parents and specialists planning therapeutically oriented recreational and socialization programs for brain injured children, this document contains 13 chapters by different authors. Activities discussed are generally noncompetitive, emphasizing structure and limit. Discussed are (1) the role of the optometrist with the inadequate learner, (2) organization and administration of recreational programs, (3) activity guides, (4) games and exercises for adolescent boys, (5) recreation and socialization activities for the adolescent girl, (6) instructional swimming programs, (7) a therapeutic recreation program, (8) organization of a summer day camp, (9) an individual and group perceptual motor training program, (10) a day school recreation program, (11) perceptual motor training for early primary grade children, (12) guidance for parents, and (13) parent counseling. Views from parents are reported. A supplement treats preschool perceptual skills and optometric visual care. Concerned organizations, resources, and a 50-item bibliography are provided along with individual bibliographies for some chapters. (JD)

ABSTRACT 10590

EC 01 0590 ED 023 222
Publ. Date 66 44p.
De Bruler, Ralph M.
An Appraisal of a Program of Instruction for Children of Average or Higher Reasoning Ability Who Are Retarded in Reading.
Edmonds School District Number 15, Lynnwood, Washington
EDRS mf,hc

Descriptors: exceptional child research; community programs; reading; gifted; social studies; program evaluation; language arts; school personnel; average students; parent attitudes; teacher attitudes; reading difficulty; experimental programs; instructional innovation; reading improvement; attitudes

An instructional program for children retarded in reading but average or above in intelligence enrolled 57 seventh grade students. The program consisted of instruction in language arts and social studies which utilized audiovisual materials, class discussions, resource people, pictorial textbooks, oral quizzes, self-expression writing, and high interest/low difficulty books. Students spent half-days in the experimental program and the remaining time in integrated classes. According to factual information tests, the experimental group improved in the positive direction, but the change did not achieve statistical significance. An assessment definitely indicated positive attitudes toward the group by school per-

sonnel (p less than .01). A survey of parents did not reveal negative attitudes toward the program. The literature on characteristics of disabled readers is reviewed; a 38-item bibliography and copies of instruments developed to screen for intelligence and to measure school personnel and parent attitudes are provided. (MK)

ABSTRACT 11250

EC 01 1250 ED 026 766
Publ. Date Apr 68 44p.
A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Interim Progress Report.
Union Township Board of Education, New Jersey
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-703564-4312

Descriptors: exceptional child research; learning disabilities; perception; identification; teaching methods; perceptually handicapped; perceptual development; motor development; sensory training; perceptual motor coordination; kindergarten children; special programs; program planning; inservice teacher education; teacher workshops; psychomotor skills; screening tests; Title III

Designed as a perceptual enrichment program for all kindergarten children, the project also emphasizes intensive perceptual training for children manifesting deficiency in this area of development. Screening was done of 869 pre-kindergarten children; those scoring in the lowest 5% on any one or more of the subtests or falling in the lowest 10% of the total scores were given training 4 days a week in groups of six. Children not receiving intensive training were given instruction on the 5th day. Training was in deficit modalities concomitant with reinforcement of the stronger modalities and included warm-up, form perception, and gross motor exercises. A weekly workshop was held for the perception teachers and inservice training provided for all kindergarten and primary teachers. Videotaping was also done. Parent and teacher reaction was favorable. Preliminary planning is outlined, and projected plans for the full 3 years of the study are detailed. An appendix lists the instruments used for screening, and the program of a Title III workshop is included. (JD)

ABSTRACT 11963

EC 01 1963 ED 030 997
Publ. Date 22 Jul 67 83p.
Robbins, Richard C. and Others
A Model Exemplary Clinic for Learning Disabilities; A Project of Title III, ESEA.
Riverside Unified School District, California
EDRS mf
Riverside Unified School District, Riverside, California 92502.

Descriptors: exceptional child research; program evaluation; dyslexia; teaching methods; learning disabilities; auditory training; motor development; school visitation; behavior rating scales; remedial reading; academic achievement; student evaluation; student attitudes; retarded readers; testing; inservice teacher education; remedial programs; visual perception; Riverside; California

To demonstrate creative methods and materials for the remediation of severe learning disabilities, to help children with these difficulties, and to train professional personnel, six teachers working in teams of two taught seven remedial classes with a maximum of 12 students using a program designed to remediate deficiencies in the auditory, aural, visual and motor areas. They taught basic reading skills to functional non-readers in grades 3 through 6; and focused on reading skills with less remediation of perceptual-motor deficiencies in two elementary classes and three secondary classes. Two 10-week in-service courses presented the theory and methods of remediation. Visitors and participants answered questionnaires and indicated that their involvement with the Learning Center was valuable; all classes but one made progress at the .05 level of significance in all areas of reading and spelling; and structured teacher ratings showed few changes in student attitudes and behavior. Informal comments of teachers and aides, parent questionnaire responses, and student interviews, however, indicated positive changes in the students' attitudes toward school and learning. An outline of the instructional methods and materials is included. (LE)

ABSTRACT 11979

EC 01 1979 ED 031 012
Publ. Date 10 Oct 68 19p.
Gold, Lawrence
Approaches to Diagnosis and Treatment of Pupils with Developmental Dyslexia.
Learning Center, Binghamton, New York;
Broome County School District, New York;
Tioga County School District, New York

Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
Paper Presented at Annual Conference of School Psychologists of Upper New York State (Binghamton, New York, October 10, 1968).

Descriptors: exceptional child education; learning disabilities; identification; dyslexia; teaching methods; program planning; clinical diagnosis; tutoring; student characteristics; interdisciplinary approach; individual instruction; language skills; reading centers; reading difficulty; supplementary educational centers; remedial reading programs; tutorial programs; program evaluation

A history of the growing interest and knowledge concerning dyslexia is provided to clarify theoretical models, while the operational model is described in terms of admission criteria, instruction, diagnostic and evaluative techniques, role of interdisciplinary staff, and pupil characteristics. Methods, materials, and approach of the instructional program, and instruments used for program evaluation are presented. (RD)

ABSTRACT 20785

EC 02 0785 ED 029 756
Publ. Date 68 7p.
Guyton, Gladys
Individual Programming for Children With Learning Disabilities as Determined by Screening, Identification, and Differential Diagnosis.
EDRS mf,hc

Descriptors: exceptional child education; community programs; program descriptions; educational diagnosis; emotional adjustment; interdisciplinary approach; learning disabilities; neurological defects; screening tests; identification; individualized programs; individual needs

A program for screening, identifying, and diagnosing learning disabilities is described. The multidisciplinary approach is emphasized. The school psychologist or counselor, the coordinator of the language therapy program, the administrative staff, and the classroom teacher meet to share findings and impressions, and the information is synthesized to identify the prime problem. Recommendations are made, including possible referral to a source outside the school for further study and diagnosis and for neurological testing. An assessment is made of the child's emotional readiness for special attention, and counseling is sometimes viewed as necessary. Emphasis is placed on the individual child's feelings and their relationships to learning disability, because they may cause him to be more discouraged, more disturbed, and more confused than the average child. Results of parental conferences are discussed; attitudes and feelings of one second-grade boy are presented; and emphasis is placed on the conclusion that a child can overcome his disability more successfully if special help is offered before serious emotional consequences develop. (RT)

ABSTRACT 20836

EC 02 0836 ED 032 703
Publ. Date (69) 90p.
Burg, Mary, Comp.
Handbook for Teachers of Children with Specific Learning Disabilities.
Hamilton County Public Schools, Ohio
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; records (forms); program planning; administration; referral; student placement; behavior rating scales; checklists; student records; student evaluation; state standards; administrator guides; instructional materials; tutoring; parent teacher conferences; parent participation; reading skills; teacher responsibility; Ohio

A forward, an educational philosophy, a statement of beliefs, a list of teachers' addresses, a calendar of events, a statement of interdisciplinary relationships, and procedures for referral and placement precede records and forms used by

an Ohio county school system for children with learning disabilities. Information is provided on the following topics: referral forms and a placement letter; criteria and information needed for placement; the Ohio State Board of Education Standards; an administrator's guide; an explanation of the data processing of records; organization of a classroom, program structure, a suggested list of materials, and suggestions for an instructional program; tutoring services; a checklist for reporting to parents; and forms and suggestions for parent-teacher conferences. Also provided are information on parent organizations and on teachers speaking to community groups and attending conventions, reading skills check lists and rating scales, policies on teacher absences and in-service training, and procedures for regular class placement. Recommendations are made for the order of use of books and materials, and a bibliography is included. (RJ)

ABSTRACT 20885

EC 02 0885 ED 028 583
Publ. Date 68 144p.
Karnes, Merle B.
Helping Young Children Develop Language Skills: A Book of Activities.
Council for Exceptional Children, Reston, Va.
EDRS mf
The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia (HC $2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ABSTRACT 20892

EC 02 0892 ED 016 321
Publ. Date Jul 64 51p.
Moskowitz, Sue
The Program for Brain Injured Children in the New York City Public Schools, An Appraisal.
New York City Board of Education, New York. Bureau of Educational Research
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; educational needs; program planning; special classes; minimally brain injured; followup studies; longitudinal studies; program evaluation; perceptually handicapped; academic achievement; classroom environment; interviews; question answer interviews; observation; testing; New York City

In 1959, the two existing special classes for brain injured children in New York City were evaluated by observations, examination of the students' medical and educational records, and interviews with teachers, psychologists, psychiatrists, and speech and other specialists. Recommendations were made in an interim report. A longitudinal study was planned to determine whether the new program for children with minimal brain damage and with at least potentially normal intelligence was meeting the children's needs. The present report is based upon two groups of subjects--six students who had been in the pilot class in 1958 or earlier and 19 of the 32 children who were in classes for brain injured children in April 1960 and for whom followup data could be obtained. Classes were observed, teachers and principals were interviewed, the records of the subjects were examined, subjects were administered standardized tests of reading and mathematics, and two scales measuring characteristics and behavior were obtained for the 19 subjects. Results of the tests indicated that average gain over the period of 2 1/2 years was 1.0 years in reading and 1.3 years in mathematics. The average IQ was slightly above 75. Improvement in test taking behavior and in negative characteristics occurred for the group as a whole. The group of six subjects from the pilot class were presently enrolled in six different schools--three were in mentally retarded classes, two were in regular classes, and one was in a health conservation class. Achievement tests in reading and mathematics showed an average gain of about 2 years in the tests over the follow-up period of about 3 1/2 years. Based on the observations and interviews, recommendations were made concerning medical, psychological, and educative evaluation; selection and training of teachers; supervision; provision of auxiliary services; curriculum development; parent education; intercommunication among agencies; and widening the program. A postscript discusses trends as of September 1964. (JA)

ABSTRACT 20907

EC 02 0907 ED 020 603
Publ. Date Jul 67 389p.
Newcomb, Daniel L., Ed.
Proceedings, 1967 International Convocation on Children and Young Adults with Learning Difficulties (Pittsburgh, Pennsylvania, February 24, 25, 26, 1967).
Home for Crippled Children, Pittsburgh, Pennsylvania
EDRS mf,hc
Home for Crippled Children, 1426 Denniston Avenue, Pittsburgh, Pennsylvania 15217.

Descriptors: exceptional child education; learning disabilities; identification; teaching methods; reinforcement; etiology; language development; educational methods; behavior; perception; remedial programs; program planning; behavior change; intervention; special programs; motor development; child development; rehabilitation; perceptual motor development; cognitive processes

The proceedings include articles in three areas of learning disabilities: 23 on eitology and identification, 14 on education, habilitation, and remediation, and 11 on rehabilitation and innovation. Topics include language, reading, and communication disabilities; behavior; auditory and visual perception; motor functions; and evaluation and diagnosis. Consideration is also given to the following: the role of the social worker, teacher, pediatrician, and psychiatrist with reference to particular problems; teaching methods; educational intervention, and the application of the therapy, behavior modification, and learning theories; and children with several sorts of learning disabilities including disadvantagement, minimal brain injury, mental retardation, and behavior disorders. (JD)

ABSTRACT 20946

EC 02 0946 ED 033 487
Publ. Date Mar 69 20p.
Learning Disabilities Reconsidered: A Report of the Wayne County Committee for the Study of Children with Learning Disabilities, 1967-1969.
Wayne County Intermediate School District, Detroit, Michigan
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002429-1621

Descriptors: exceptional child education; learning disabilities; program planning; county school systems; regular class placement; special services; school surveys; program proposals; identification; Wayne County; Michigan

A report of a county committee to investigate programs and problems related to learning disabilities reviews areas which were examined. Consideration is given to the work of the committee and its division into subcommittees, to the dilemma of defining learning disabilities, and to solutions for dealing with handicapped children, including special classes and regular class placement. Supportive services, aids, and resource teachers are considered to assist regular teachers. The responses of 31 of 43 public school districts in the county concerning practices for children with learning disabilities are summarized. Recommendations for research and field trips made by H. Carl Haywood are presented as are his suggestions for planning and developing

programs. The suggestions of the committee and a list of members are included.

ABSTRACT 21206

EC 02 1206 ED 025 377
Publ. Date Apr 68 41p.
Gold, Lawrence
The Implementation of a Regional Learning Disability Center for the Treatment of Pupils Who Manifest the Dyslexic Syndrome.
EDRS mf,hc
Paper Presented at International Reading Association Conference, Boston, Massachusetts, Apr 24-27, 1968.

Descriptors: exceptional child education; dyslexia; elementary education; evaluation methods; federal programs; reading diagnosis; reading difficulty; regional cooperation; remedial reading; remedial reading clinics; learning disabilities; Gilmore Oral Reading Tests; Metropolitan Achievement Tests

The Learning Disability Center in Binghamton, New York, was established under the 1965 Elementary and Secondary Education Act. Specialized instruction is offered to all children reading 2 or more years below grade level in grades 3 through 6 and 1 year below grade level in grades 1 and 2. At the center efforts are made to maintain communication with the classroom teachers. A comprehensive diagnostic report is developed and returned to the districts upon the child's entry, and a progress report is compiled every 3 months. The ratio of boys needing help in comparison to girls is eight to one, while 60% of all pupils enrolled in the clinic have repeated at least one school year. Instruction techniques used at the center are eclectic, although there is a tendency to use a linguistic approach. Typewriters, tape recorders, record players, overhead projectors, and the Language Master (Bell and Howell) are used to aid remedial reading instruction. (WL)

ABSTRACT 21241

EC 02 1241 ED 002 811
Publ. Date 64 110p.
Novack, Harry S.
The Adaptation for Group Classroom Use of Clinical Techniques for Teaching Brain-Injured Children.
Rhode Island State Department of Education, Providence;
Clark County School District, Athens, Georgia
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-186

Descriptors: exceptional child research; administration; program planning; teaching methods; learning disabilities; mentally handicapped; group instruction; classroom techniques; low achievers; clinics; tutoring; remedial programs; minimally brain injured; admission criteria; professional services

In the development of a public school program for brain injured children of average or low average intellectual potential, clinical tutorial techniques were collected, classified, and adapted to group teaching. A model classroom was set up for experimenting with, testing, and demonstrating the adapted techniques, and for developing hypotheses for experimentation in group education of brain injured children. It was found that children for the class had to be selected to keep the range of learning problems as narrow as possible. Class size had to be kept under 10. Besides motivated and skilled teachers and a full-time teacher's assistant in the classroom, professional assistance available outside the classroom was needed--at least that of therapist, psychologist, and social worker. It was concluded that selection criteria for grouping brain injured children should be based more on educational behavior than on medical diagnosis. (JL)

ABSTRACT 21304

EC 02 1304 ED 031 366
Publ. Date Mar 69 27p.
Shedd, Charles L.
Some Exploratory Studies on the Clinical Management of Dyslexia.
EDRS mf,hc
Paper Presented at the Association for Children With Learning Disabilities Conference (Fort Worth, Texas, March 6-8, 1969).

Descriptors: exceptional child education; teaching methods; reading; clinics; dyslexia; instructional materials; learning disabilities; multisensory learning; tutorial programs; program planning; material development

Problems concerning dyslexia are specified, suggestions for working with dyslexics are made, and a number of programs to serve as models to be improved upon are described. The major problem noted is the development of materials and procedures that can be used effectively with dyslexics. Emphasis is placed on decoding procedures such as reading from left to right, training in letter-sound correspondence, training in sound discrimination and training in blending. It is stated that hearing sounds accurately is important in producing the sounds orally or in writing. Critical ingredients of clinical management of dyslexics pointed out are one-to-one instruction, a multisensory approach, and highly structured material. The beliefs that instructors who carry on the tutorial work do not need to be highly trained, and that there is no need for additional equipment such as machines and special games are presented. No one method is specified; it is recommended that a variety of environmental, emotional, and intellectual situations be employed so that modifications, variations, and alterations can be made whenever necessary. References are included. (RT)

ABSTRACT 21320

EC 02 1320 ED 027 167
Publ. Date Dec 68 60p.
Svagr, Virginia
Teaching Upper Elementary Students with Severe Learning Disabilities.
Oakland Unified School District, California
EDRS mf,hc

Descriptors: arithmetic; attention control; behavior development; dyslexia; group dynamics; instructional programs; intermediate grades; learning disabilities; logical thinking; operant conditioning; reading skills; social studies; teaching methods; writing skills

A program for intermediate-grade children (4, 5, and 6) with severe learning disabilities is described. The typical student involved in the program has been unsuccessful in a regular classroom, and has had special help with reading, does not fit the criteria for any special education program, and has average or above-average intelligence. The program objectives, the skills taught, and the teaching methodology are described. Also described are the materials employed, the architectual requirements, and the back-up services. A multidisciplinary analysis of the program and evaluation of each student are emphasized. Charts, tables, and a bibliography are included. (RT)

ABSTRACT 21362

EC 02 1362 ED N.A.
Publ. Date Mar 70 6p.
Anderson, Robert P.
A Neuropsychogenic Perspective on Remediation of Learning Disabilities.
EDRS not available
Journal of Learning Disabilities; V3 N3 P143-8 Mar 1970

Descriptors: learning disabilities; neurology; psychology; program descriptions; self concept; psychotherapy; personality problems; language development; after school programs; educational therapy

A perspective on learning disabilities which takes into account both neurologic and psychogenic factors is considered. A specific program is described to illustrate how a curriculum may be based on the neuropsychogenic model. The program provides the child with training for language-perceptual deficits as well as concurrent psychotherapeutic experiences to help him cope with negative, self-defeating attitudes. (Author)

ABSTRACT 21452

EC 02 1452 ED 034 331
Publ. Date Mar 69 85p.
Operation Bridge; A Title III Project for Neurologically Impaired Children, Prince George's County, Maryland, Special Education Department.
Prince George's County Schools, Maryland, Special Education Department
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-67-2970

Descriptors: exceptional child research; learning disabilities; summer schools; program evaluation; summer programs; experimental programs; student adjustment; social adjustment; emotional adjustment; program costs; parent attitudes; teacher education; summer institutes; parent counseling; family counseling; staff role

A 6-week experimental demonstration program was provided for 90 neurologically impaired children with severe learn-

ing problems to bridge the gap between school terms and to provide learning experiences for teachers, teacher-trainees, and parents. The staff at each of three host schools consisted of five master teachers, five college students, plus a full time psychologist and a pupil personnel worker to conduct parent and sibling discussion groups and to aid the staff. The children had enrichment activities in reading, language development, motor development, manipulation, and arts and crafts. On pre- and post-project evaluations of social, emotional, and academic level of functioning, over 60% of the children readjusted to academic, school routine, and social-emotional levels within 2 weeks (instead of the usual 6 to 8 weeks) after school started in the fall. Teachers and supportive staff felt that they gained experience in working with children, parents, siblings, trainees, and each other. Recommendations are proposed for 1969 program improvements, and the appendix gives anecdotal record forms, evaluative questionnaires, and budget estimates. (LE)

ABSTRACT 21759

EC 02 1759 ED 035 138
Publ. Date Sep 68 11p.
Page, William R.
Instructional Systems for Students with Learning Disabilities; Junior High School Program.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; program descriptions; nonauthoritarian classes; junior high school students; remedial programs; student attitudes; student developed materials; student teacher relationship; student participation; individualized instruction; social development; self help programs; underachievers; ungraded curriculum; tutoring; developmental programs

To establish a remedial and developmental program for seventh and eighth graders with indications of learning disabilities, groups of children, 1-year or more below grade level in reading and arithmetic skills and recommended by teachers, were enrolled in a special pilot program. Within the 6-hour day were physical education, music, art, industrial arts, homemaking, English, math, social studies, and science in unstructured blocks of time. The techniques employed were children helping each other, making their own worksheets and tests, charting their own progress, tutoring those in lower grades, doing independent projects, and using and devising their own diagnostic tests. The results indicated that the children developed better attitudes and enjoyed school more, improved in social skills, learned to progress by their own efforts, worked harder, and gained more than a full school year's progress. The teachers were able to individualize instruction to a large extent which proved very beneficial. (JM)

ABSTRACT 21968

EC 02 1968 ED 036 947
Publ. Date Sep 69 95p.
A Demonstration of Techniques in the Identification, Diagnosis, and Treatment of Children with Learning Disabilities. Final Report.
Skokie School District 68, Illinois
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-3-6-062244-2094
BR-6-2244

Descriptors: exceptional child education; learning disabilities; educational diagnosis; diagnostic teaching; academic achievement; identification; screening tests; program evaluation; cost effectiveness; incidence; underachievers

A Chicago suburban public school with approximately 450 children per grade level demonstrated a system-wide program for identification diagnosis, and educational treatment of children with learning disabilities in grades 2 through 6. Children were judged to underachieve when achievement measures in language or mathematics fell more than 10% below the expected level based on age, IQ, and grade placement. During the 3 year project, a screening program was developed and employed with 2,300 children. A novel remedial program was carried out for 156 children. Specialists in learning disabilities refined the screening diagnosis and developed teaching prescriptions for all students. Much of the teaching was carried out by teachers with minimal special training. The procedures developed may be especially useful to districts initiating a learning disabilities program or one which is handicapped by lack of specially trained teachers. The report contains program description, measures of student performance, tables on incidence and types of learning disabilities, and suggestions for implementing a program. (Author/RJ)

ABSTRACT 22068

EC 02 2068 ED 034 805
Publ. Date 67 9p.
Feshback, Seymour and Others
Empirical Evaluation of a Program for the Remediation of Learning Disabilities in Culturally Disadvantaged Youth: Some Issues and Data.
California University, Los Angeles, Department of Psychology
California State Office of Compensatory Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child research; academic achievement; disadvantaged youth; educational testing; elementary school students; individual instruction; junior high school students; learning disabilities; middle class; motivation; program evaluation; Fernald School; University of California

The University of California, Los Angeles, Fernald School project was designed to evaluate the impact of an intensive, individualized remedial program upon the learning skills of disadvantaged children. In addition to the focus on learning skills, aspiration levels and self-attitudes, a second objective was to compare learning problems of disadvantaged and middle-class students. The subjects were elementary and junior high students, who were placed in both summer school and full-year programs. The full-year program group at junior high level showed the most improvement. These initial findings indicated that disadvantaged children with learning problems were responsive to individualized instruction programs. Data also showed that misbehavior, poor attendance and unsustained effort are reflective of avoidance motivation rather than a lack of interest in and concern about academic achievement. (KG)

ABSTRACT 22078

EC 02 2078 ED 034 238
Publ. Date Aug 69 115p.
Feshback, Seymour and Others
A Training, Demonstration, and Research Program for the Remediation of Learning Disorders in Culturally Disadvantaged Youth. (In 2 parts.) Final Report.
California University, Los Angeles, Department of Psychology
California State Department of Education, Sacramento, Office of Compensatory Education
EDRS mf,hc

Descriptors: exceptional child research; academically handicapped; culturally disadvantaged; disadvantaged youth; elementary school students; individualized programs; inservice teacher education; instructional materials; junior high school students; learning disabilities; program descriptions; remedial instruction; program evaluation

The stated goal of the project was to accomplish two broad objectives: to give educators an opportunity to observe and work with culturally disadvantaged children with learning disabilities, and to evaluate the impact of an individualized remedial program for these children. The report describes and discusses project-related activities and the implications which may be derived from these experiences and empirical findings, and constitutes a final statement on the first phase of the project. The first part presents the demonstration and training facets, which focuses on efforts to provide individualized instruction in special classroom settings and describes the next phase of the project which will incorporate demonstration, training, and research activities directly in the general public school classrooms. Also included are appendixes on creative writing, the student as teacher, videotape recorders, and other programs utilizing closed circuit television. (Author/KJ)

ABSTRACT 22192

EC 02 2192 ED 037 844
Publ. Date 69 244p.
The Area Learning Center: Grand Rapids, Michigan. Final Report.
Kent Intermediate School District, Grand Rapids, Michigan

Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
OEG-3-6-001343-1476
BR-1343

Descriptors: exceptional child education; learning disabilities; learning processes; educational methods; supplementary educational centers; educational diagnosis; interdisciplinary approach; diagnostic teaching; program evaluation; inservice teacher education; instructional materials; instructional materials centers; resource centers; Michigan; Area Learning Center (Michigan)

The final report of 3 years activity in the Area Learning Center of Kent Intermediate School District in Michigan presents its proposed design and objectives, operations, statistics on referrals, and an overall evaluation of its programs. Included are discussions of interdisciplinary approaches to educational diagnosis, prescriptive educational programs, materials and resources, inservice teacher educational programs, and supplementary services for children with learning disabilities. All facets of the Center are reported with sample questionnaires, charts, and graphs used extensively to illustrate each factor. (JM)

ABSTRACT 22193

EC 02 2193 ED 037 845
Publ. Date 68 248p.
Focus on Children with Underdeveloped Skills: End of Budget Year Report.
Montgomery County Board of Education, Rockville, Maryland
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
OEG-0-8-051460-2834
BR-68-05146-0

Descriptors: exceptional child research; learning difficulties; identification; intervention; learning disabilities; resource teachers; professional training; program coordination; preschool children; student evaluation; health; screening tests; language development; academic achievement; family background; perceptual motor learning; learning readiness; adjustment (to environment)

Serving prekindergarten through grade 5, the project was designed to improve the educational performance of children with learning problems (without regard to categorical labels) and thus support the work of the classroom teacher in the child's normal school setting. Team screening processes were developed to identify preschool or school age children with learning problems; assessment, intervention, and followup procedures were also developed, involving teaching teams and resource staff. In addition, continuing staff development and training procedures were provided for project personnel; the project was coordinated and integrated with the school system and the community; a record system was designed as a model for information collection, storage, and retrieval; and project evaluation procedures were developed and applied in terms of outcomes for individual children and for the school system. Appendixes, comprising over half of the document, provide forms and other project material. (Author/JD)

ABSTRACT 22207

EC 02 2207 ED 037 859
Publ. Date 68 43p.
Suggested Activities to Use With Children Who Present Symptoms of Visual Perception Problems, Elementary Level.
Washington County Board of Education, Washington, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; visual perception; learning activities; perceptually handicapped; body image; visual discrimination; sensory training; instructional materials; teaching methods; teacher developed materials; puzzles; educational games; screening tests; manipulative materials; identification; individual characteristics

Symptoms displayed by primary aged children with learning disabilities are listed; perceptual handicaps are explained. Activities are suggested for developing visual perception and perception involving motor activities. Also suggested are activities to develop body concept, visual discrimination and attentiveness, visual memory, and figure ground perception. Body concept puzzles are recommended for developing visual motor integration; cutting, pasting, and sorting activities are described; and specific visual motor activities, including walking beam, are detailed. Also provided are screening test examples and bibliographies of teaching materials and of texts and periodicals. (JD)

ABSTRACT 22324

EC 02 2324 ED N.A.
Publ. Date Mar 70 16p.
Stillwell, Robert J. and Others
Educationally Handicapped and the Engineered Classroom: An Educational Solution.
EDRS not available
Focus on Exceptional Children; V2 N1 P1-16 Mar 1970

Descriptors: exceptional child education; learning disabilities; classroom arrangement; reinforcement; behavior change; educational programs; teaching methods; engineered classroom

The engineered classroom designed by Frank M. Hewett is described beginning with the developmental sequence of educational goals. The physical environment is diagrammed for both elementary and junior high school students. The use of reinforcement is discussed through the check mark system, and a list is presented of interventions to be used by teachers to maintain student roles. Also considered are materials and topics for the daily instructional program including scheduling of curriculum activities. (RJ)

ABSTRACT 22498

EC 02 2498 ED N.A.
Publ. Date May 70 4p.
Keim, Richard P.
Visual-Motor Training, Readiness, and Intelligence of Kindergarten Children.
EDRS not available
Journal of Learning Disabilities; V3 N5 P256-9 May 1970

Descriptors: teaching methods; kindergarten; perceptual motor learning; reading readiness; program effectiveness; methods research

The investigation attempts to determine the effects of a visual-motor training program on the readiness and intelligence of kindergarten children. Three groups of children matched on the basis of intelligence and pre-kindergarten readiness were selected for the study. The experimental group followed prescribed visual-motor training procedures while the control groups were given the traditional kindergarten program. The groups were compared for intelligence and readiness at the end of the year. The results showed no significant differences and suggest that further research is necessary before this visual-motor training program becomes a part of the general kindergarten curriculum. (Author)

ABSTRACT 22513

EC 02 2513 ED 038 783
Publ. Date (69) 74p.
Children's Assessment Placement Instruction Center: Evaluation of Federal Grant for Pilot Activities and Operation of Program under P.L. 89-10, Title III ESEA.
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; program evaluation; educational diagnosis; student lacement; identification; teacher education; emotionally disturbed; interdisciplinary approach; intelligence tests; perceptual development; self concept; social work; school psychologists; resource centers; fiancial needs

The project of Children's Assessment Placement Instruction Center (CAPIC) is described as a multi-disciplinary approach to the study of children with developmental and learning disorders beginning with pilot units and eventually deveoping a center for assessment and clinical teaching prior to placement. The evaluation of activities includes the following information: objectives and rationale, descriptions of programs at specific schools, administrative duties, an explanation of the social work position, the role of the school psychologist, a description of resource center operations, a request for further funding, a plan for development of pupil personnel regional centers, a program of CAPIC teacher orientation, evaluation and admission forms used in the project, and CAPIC intake, placement, and termination procedures for first grade children.

Also included is a research report of an experiment conducted to analyze the progress of CAPIC participants. (RD)

ABSTRACT 22540

EC 02 2540 ED 038 810
Publ. Date Jun 69 84p.
Freund, Janet W.
Survey and Recommendations on Learning Disabilities for Township High School District No. 113, Highland Park, Illinois.
Township High School District No. 113, Highland Park, Illinois
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; educational programs; school services; research reviews (publications); resource teachers; intervention; program planning; identification; learning characteristics; program effectiveness; program administration; special classes

Seven of 14 high school students with learning disabilities were placed in a resource room. Results were mixed, but staff affirmed the need for a special program. Learning disability programs in the elementary schools underlying the high school were proposed. Also, programs at 12 other high schools were reviewed along with the literature on the nature and elements of learning disabilities and on methods of intervention. Areas for research were suggested and specialists were consulted regarding a proposed learning action-research center. The resulting recommendations for the center concerned diagnosis, remediation, facilities and materials, staff, coordination, demonstration, and community and university involvement. (JD)

ABSTRACT 23080

EC 02 3080 ED N.A.
Publ. Date Jul 70 6p.
McClurg, William H.
Dyslexia: Early Identification and Treatment in the Schools.
EDRS not available
Journal of Learning Disabilities; V3 N7 P372-7 Jul 1970

Descriptors: exceptional child education; dyslexia; diagnostic teaching; identification; remedial programs; learning disabilities; reading difficulty

With the abundance of information and materials now available, it is noted that elementary schools can ill afford to be without programs designed for the early identification and treatment of dyslexia and related reading problems. Although such programs require interdisciplinary teamwork, a major role is cited to be the alert teacher who spots the symptoms and can help create and initiate treatment procedures. The paper discusses behavioral symptoms, diagnostic tests, and programs for prevention and remediation of dyslexia. Careful consideration of these aspects of the problem will help classroom teachers in working with dyslexic children. (Author)

ABSTRACT 23268

EC 02 3268 ED N.A.
Publ. Date 70 123p.
Reger, Roger, Ed.
Preschool Programming of Children with Disabilities.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois, 62703 ($7.50).

Descriptors: exceptional child education; handicapped children; preschool education; program planning; summer programs; identification; preschool evaluation; language development; perceptual motor coordination; instructional materials; visually handicapped; aurally handicapped; parents

Intended for those interested in educational programing for preschool children, particularly special education for handicapped children, the book contains chapters from several contributors. An introduction is written by Roger Reger. Lois Moulin and Sandra Perley describe a preschool summer program. Timothy Rochford discusses identification of preschool children with learning problems. The topic of evaluating children is considered by Marian Koppmann. Language development of the preschool child is treated by Wendy Schroeder. Dan Teach discusses perceptual motor development in the young child in three chapters. Materials for the preschooler are considered by Suzanne Roberts, and Nancy Detrick discusses a teacher's reference to preschool materials. Jeanette Burke discusses visually handicapped children, and Beth Chapman Ringquist treats the child with hearing difficulties. Mary Lang and Joan Cobb present a parent's view of preschool programs. (MS)

ABSTRACT 23477

EC 02 3477 ED 041 438
Publ. Date Apr 69 60p.
CEC Selected Convention Papers 1969: Learning Disabilities. Selected Papers Presented at the Annual International Convention of the Council for Exceptional Children (47th, Denver, Colorado, April 6-12, 1969).
Council for Exceptional Children, Reston, Virginia
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; conference reports; research; program descriptions; neurological defects; educational diagnosis; reading difficulty; cooperative programs; perceptual development; private schools; abstracts

The collection of selected convention papers includes discussions of the application of the ITPA for children with learning disabilities, applications of psychoeducational evaluation, factors in severe reading disability, and initiating statewide programs for the educationally handicapped. Articles also deal with the history and future education of children with learning disabilities, perceptual behaviors and reading disabilities, and the private school and its practical relationship. Abstracts of articles on the following topics are also provided: hyperactive and hypoactive children, cooperative private and public school programs, immediate materials selection, outpatient diagnostic and remedial services, personal adjustment training, and language remediation. (JM)

ABSTRACT 23564

EC 02 3564 ED 042 297
Publ. Date (68) 296p.
End of Project Report. Volume III, Staff Reports.
Maine Township Diagnostic and Remedial Learning Center, Park Ridge, Illinois
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; educational diagnosis; demonstration centers; research reviews (publications); remedial programs; program descriptions; evaluation techniques; educational methods; elementary grades; secondary grades; curriculum development; Elementary and Secondary Education Act Title III; Illinois

A collection of monographs concerning learning disabilities is presented. Subjects include a high school learning disabilities program, English curriculum development, evaluation philosophy, a traditional program, teacher created learning exercises, reading disability, student discussion, and language development. Discussions also concern preschool screening, first grade developmental techniques, inservice activities, instructional materials, teaching machines, writing, reading problems, information transfer, listening skills, self concept, audiometry, and peer teaching. Information relative to learning disabilities is also provided for screening programs, supplementary reading instruction, visual motor training, the junior high student, phonics, the Language Master, vision screening, parent discussion groups, rapport, student discussion groups, auditory and visual approaches, informal assessment, and a spelling program. All papers were written by staff members of the inservice demonstration center. Volume IV relating to center instructional material is available as EC 006 136. (JM)

ABSTRACT 30064

EC 03 0064 ED N.A.
Publ. Date 69 310p.
Godfrey, Barbara B.; Kephart, Newell C.
Movement Patterns and Motor Education.
EDRS not available
Appleton-Century-Crofts, 250 Park Avenue, New York, New York 10017 ($6.95).

Descriptors: exceptional child education; motor development; physical education; perceptual motor coordination; motor reactions; teaching methods; program descriptions; physical activities; skill development

In its treatment of developmental physical education, motor development, school achievement, and perceptual motor accomplishment, the text is designed for classroom teachers, special educa-

tors, physical educators, and parents. Topics treated include motor activity and the educational process, movement education and physical education, types of movement patterns, locomotor patterns, balance patterns, propulsive and absorptive patterns of handling objects, and general factors in movement pattern performance. Checklists and techniques used in the evaluation of movement patterns are discussed. Information is also provided on teaching movement patterns. Examples of programs, organization, procedures, specific techniques, and activities are included, along with a glossary of terms. (MS)

ABSTRACT 30626

EC 03 0626 ED 044 863
Publ. Date Sep 70 23p.
Cratty, Bryant J.; Martin, Sister Margaret Mary
The Effects of a Program of Learning Games upon Selected Academic Abilities in Children with Learning Difficulties.
California University, Los Angeles, Department of Education
EDRS mf,hc
OEG-0-0142710(032)

Descriptors: exceptional child research; learning disabilities; games; minority groups; teaching methods; learning difficulties; culturally disadvantaged, Mexican Americans; Negroes; primary grades; underachievers; program effectiveness

Designed to evaluate the effectiveness of active learning games in the enhancement of selected academic operations among Negro and Mexican-American children, the investigation involved 127 children (mean IQ 85, in grades 1 through 4) from the inner city in Los Angeles who were identified as low achievers. The children were divided into four groups receiving the following treatment in addition to their regular curriculum: a supplementary program of physical education, special small group tutoring within the classroom, sequenced learning games, and no additional treatment. At the end of the 18-week project, results indicated that the children in the Learning Games Group showed significantly greater alphabet learning, self control, serial memory, and motor ability when compared with all three other groups. No significant sex differences or changes in measurable IQ were revealed. (RD)

ABSTRACT 30807

EC 03 0807 ED 037 317
Publ. Date 69 63p.
Reading Disorders in the United States.
Secretary's National Advisory Committee on Dyslexia And Related Reading Disorders, Washington, D. C.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading; reading difficulty; learning difficulties; statistical data; legislation; national programs; program effectiveness; incidence; Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders

To examine the scientific evidence relating to reading disorders and to develop recommendations for a framework of public action, the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders was created. The committee is primarily concerned with individuals who, in spite of apparently adequate intelligence, exhibit difficulties in learning to read. In its report, the Committee has reviewed the magnitude and impact of the problem, the nature of the disorders, and existing programs and procedures for their remediation. The final section describes steps that may be taken toward a national program and provides an estimate of the cost of such an undertaking. (CD)

ABSTRACT 30918

EC 03 0918 ED N.A.
Publ. Date Dec 70 11p.
Zedler, Empress Y.
Educating Programming for Pupils with Neurologically Based Language Disorders.
EDRS not available
Journal of Learning Disabilities; V3 N12 P618-28 Dec 1970

Descriptors: exceptional child research; learning disabilities; program planning; language handicapped; neurological defects; regular class placement; drug therapy; educational planning

Fifty matched pairs of otherwise normal, underachieving pupils with neurologically based language-learning disorders were divided into experimental and control groups. Experimental subjects remained in regular classes in school and received individualized teaching outside of school hours from specially trained clinicians. Control subjects were enrolled in special education classes and did not receive clinical teaching after school. Half of the experimental and half of the control subjects had anticonvulsive medication prescribed by their physicians. The groups were pre- and post-tested for changes in academic achievement and mental functioning. Experimental groups made significantly greater gains in both variables than did the control groups. Medicated groups did not make greater gains when compared with unmedicated groups. Implications are that schools should refrain from referring such children to special education classes, and that they should leave them in regular classes and provide them with individualized supplementary teaching outside of regular school hours. (Author)

ABSTRACT 31002

EC 03 1002 ED 044 892
Publ. Date 70 24p.
Model Programs Childhood Education: Dubnoff School for Educational Therapy.
Office of Education (DHEW), Washington, D. C., National Center for Educational Communication
Office of Economic Opportunity, Washington, D. C.
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child education; educationally disadvantaged; demonstration projects; educational therapy; special schools; learning disabilities; emotionally disturbed; program descriptions; Dubnoff School for Educational Therapy (California)

Described as one of 34 booklets in a series of promising programs on childhood education, the report provides information on the Dubnoff School for Educational Therapy (California). Aspects of the program designed for the educationally disadvantaged are discussed including its origin, nature of the population, parental involvement, objectives and structure, facilities and staff, financial concerns, and specific materials and approaches. Sources of additional information on the school are also provided. (RD)

ABSTRACT 31124

EC 03 1124 ED N.A.
Publ. Date Dec 70 5p.
Landsdown, Richard and Others
The Teacher and the Clumsy Child.
EDRS not available
Journal of Special Education; V59 N4 P6-10 Dec 1970

Descriptors: exceptional child education; perceptually handicapped; program evaluation; teaching methods; perceptual development; visual perception; motor development; Frostig Program for the Development of Visual Perception

In order to evaluate the Frostig Program for the Development of Visual Perception, 29 children identified with perceptual motor handicaps attending regular classes were tested. The subjects were grouped into Frostig and nonFrostig programs. Lack of conclusive results was identified and discussed. Also reported was a second project conducted to design a structured program to develop gross motor skills with perceptually handicapped children. Activities involving a trampoline, climbing frame, pattern cards, matchstick exercises, and painting and tracing were cited as components of the program. Results (after 15 months of the program) indicated encouraging progress in reading and perceptual ability, but were noted to be inconclusive for such a sample. (RD)

ABSTRACT 31332

EC 03 1332 ED N.A.
Publ. Date Jan 71 9p.
Rawson, Margaret B.
Teaching Children with Language Disabilities in Small Groups.
EDRS not available
Journal of Learning Disabilities; V4 N1 P22-30 Jan 1971

Descriptors: exceptional child education; grouping (instructional purposes); reading difficulty; learning disabilities; teaching methods; instructional materials

The article discusses small group classes for students needing remedial help in reading. Some types of primary and secondary reading disabilities (likely to respond to small group teaching) are indicated. Major methods and appropriate approaches are presented along with suggestive references to texts and materials. The succession is from group adaptations of approaches designed for individualized, clinical teaching to suggestions for intensive use of classroom-oriented methods and materials. Phonic, linguistic, basal and mixed systems are identified and their usefulness in meeting needs of different types of learners is suggested. The importance of the informed and understanding skill and the adaptive flexibility of the teacher is emphasized. (Author)

ABSTRACT 31498

EC 03 1498 ED N.A.
Publ. Date 70 4p.
Roth, Jay
An Intervention Strategy for Children with Developmental Problems.
EDRS not available
Journal of School Psychology; V8 N4 P311-4 Win 1970

Descriptors: exceptional child education; learning disabilities; program descriptions; self esteem; student teacher relationship; perceptually handicapped; perceptual motor learning; intervention

In a program for primary grade children with developmental and perceptual difficulties, children met daily with a specially trained teacher in their own school to form a consistent meaningful group while they continued as members of their regular classes. To combat the destructive negative self-image of such children, the teacher and group stressed acceptance, openness, informality, and success. This, plus the program's esteem in the eyes of the child, seemed to affect the child's sense of his own worth. Continual inservice training and sharing of teacher experiences were stressed. The teachers' facility for relating to the child was considered to be more relevant than the technique utilized. (Author)

ABSTRACT 31686

EC 03 1686 ED N.A.
Publ. Date Mar 71 13p.
Balow, Bruce
Perceptual-Motor Activities in the Treatment of Severe Reading Disability.
EDRS not available
Reading Teacher; V24 N6 P513-25 Mar 1971

Descriptors: exceptional child education; learning disabilities; reading difficulty; perceptual motor learning; neurologically handicapped; remedial reading

The article argues that, while there are good reasons for encouraging motor activity in learning, these reasons are nonspecific to academic deficiencies. Briefly reviewed is the history of severe reading disability and its relationship to suspected neurological difficulty. Pointed out is a lack of scientifically researched evidence that perceptual-motor activities are of significant value in correcting severe reading disability. Several studies are cited in support of the argument. It is concluded that perceptual-motor programs may be recommended as general additions to the elementary curriculum to help teach important behavioral skills necessary for success in school, but not as replacements for individual diagnosis and direct teaching of basic academic skills. (KW)

ABSTRACT 31687

EC 03 1687 ED N.A.
Publ. Date Mar 71 6p.
Young, Virgil M.
Summer School for Poor Readers--A Title I Model Project.
EDRS not available
Reading Teacher; V24 N6 P526-31 Mar 1971

Descriptors: exceptional child education; reading difficulty; inservice teacher education; summer schools; program descriptions; Idaho

Presented is a model program based upon an ESEA Title I project in Coeur d'Alene, Idaho designed to upgrade the knowledge and teaching skills of the elementary teaching staff in order to improve and strengthen the existing reading program. The school district had no trained reading teachers. The model program is offered as a practical and workable model for similar programs in other districts. The following elements of the program are described: inservice education during the school year, an Instructional Materials Center and Professional Library especially supplied to support a reading drive, a summer reading school for poor readers in grades 1-8 taught by teachers participating in the inservice program, and annual evaluation. (KW)

ABSTRACT 31688

EC 03 1688 ED N.A.
Publ. Date Mar 71 5p.
Wartenberg, Herbert and Others
Developing a Full-Time Reading Center Within a Public School Setting.
EDRS not available
Reading Teacher; V24 N6 P532-6 Mar 1971

Descriptors: exceptional child education; learning disabilities; reading difficulty; special classes; remedial programs; remedial reading; laboratory schools; Louisiana

A Reading Center was developed by the Caddo Parish School District (Shreveport, La.) to provide a full-time learning situation for 40 students with severe reading/learning problems. The program attempted to determine whether students with these disabilities would gain in reading ability after using specialized techniques in an individualized approach and to determine the effectiveness of a full-time, small-group laboratory school. Professional staff included a director, psychologist, two reading specialists, counselor, four classroom teachers, physical education director, speech therapist, music teacher, and consultant. Grades 1-8 were represented. A combination language-experience approach and basal approach was used, with other specific methods incorporated as needed. After 2 years, tests indicated gains in all areas, with students with the greatest reading needs making the greatest gains (as much as four levels). In addition, the development of positive feelings of success and competency was noted. Two thirds of the original pilot group have returned to regular classroom settings. (KW)

ABSTRACT 31742

EC 03 1742 ED 047 473
Publ. Date 70 222p.
Arena, John I., Ed.
Meeting Total Needs of Learning Disabled Children: A Forward Look--Selected Papers on Learning Disabilities.

EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901 ($5.00).
Papers Presented at the Annual International Conference of the ACLD (7th, Philadelphia, Pennsylvania, February 12-14, 1970).

Descriptors: exceptional child education; learning disabilities; conference reports; minimally brain injured; neurologically handicapped; program descriptions; research projects; art therapy

Compiled are selected papers on learning disabilities from the Seventh Annual International Conference of the Association for Children with Learning Disabilities (Philadelphia, Pennsylvania, February 12-14, 1970). Included in the collection are two keynote addresses, two papers concerning parents, three reports on evaluation and five dealing with research and curriculum. Several papers concerned with such topics as camping, creativity, art therapy, Project Genesis (based on developmental learning theory), individualizing instruction, inservice teacher training, a bookless curriculum, and acquainting police with the problems related to minimal brain dysfunction are included. A panel presentation on publications and a special presentation on the contributions of learning disabilities to education are also cited. (CD)

ABSTRACT 31966

EC 03 1966 ED N.A.
Publ. Date Apr 71 11p.
Ferinden, William E. and Others
A Supplemental Instructional Program for Children with Learning Disabilities.
EDRS not available
Journal of Learning Disabilities; V4 N4 P193-203 Apr 1971

Descriptors: exceptional child research; learning disabilities; program descriptions; perceptual development; perceptual motor learning; remedial programs

An 8-month program for remediation of learning disabilities is discussed. The children remained in the regular educational program while receiving supplemental instruction in academics and perception, using techniques and innovations mentioned. Significant improvement

was obtained in arithmetic and perception. A long period of supplemental instruction (20 months) was required before significant gains were recorded in reading. Educational implications and a possible extension of this study are discussed. (Author)

ABSTRACT 31968

EC 03 1968 ED N.A.
Publ. Date Apr 71 9p.
Morsink, Catherine
The Unreachable Child: A Teacher's Approach to Learning Disabilities.
EDRS not available
Journal of Learning Disabilities; V4 N4 P209-17 Apr 1971

Descriptors: exceptional child education; learning disabilities; remedial instruction; case studies (education); remedial teachers; diagnostic teaching

Those who work in communities which are isolated or deprived often lack the ideal multidisciplinary facilities for treatment of the handicapped child. Presented is a case study suggesting that an ordinary remedial teacher, with some diagnostic help from consultants, can function successfully as the primary therapist for the child with difficulties in learning. This approach requires that the label of learning disabilities be extremely gross--that is, based simply on evidence that the child's achievement does not approach his potential. More refined definition of specific learning problems and abilities thus becomes the end product of continuous evaluation and diagnostic teaching. This approach postulates that neither lack of expert diagnosis nor misdiagnosing a child as unreachable can be accepted by the teaching profession as valid reasons for failure to help the handicapped child. (Author)

ABSTRACT 31969

EC 03 1969 ED N.A.
Publ. Date Apr 71 6p.
Dillon, Edward J.
Experimental Systems Research: Challenge of the 70's for Learning Disabilities.
EDRS not available
Journal of Learning Disabilities; V4 N4 P218-23 Apr 1971

Descriptors: exceptional child education; learning disabilities; educational programs; program development; research needs; systems analysis; program planning

The article states that the installation of workable learning disability programs on a wide scale demands serious operational research. The systems approach to the establishment and ongoing renewal of programs for the treatment of learning disabilities is described. The focus of this immediate and practical programing orientation is on the establishment of an effective institutional solution to a complex problem within the educational system. A case study of systems programing for learning disabilities is cited to highlight the approach and its results and implications. (Author)

ABSTRACT 32273

EC 03 2273 D N.A.
Publ. Date May 71 3p.
Templeman, Max
ASSETS: Something New in Paradise for Children with Learning Disabilities.
EDRS not available
Journal of Learning Disabilities; V4 N5 P243-5 May 1971

Descriptors: exceptional child education; learning disabilities; military personnel; program descriptions; Armed Services Special Education and Training Society (Hawaii)

The ASSETS Program in Hawaii designed to provide services for learning disabled or educationally retarded children of military personnel is described. Discussion of the 2- year old program includes its development, diagnostic referrals, and services. (KD)

ABSTRACT 3246[illegible]

EC 03 2464 ED N.A.
Publ. Date 71 15p.
Proger, Barton B.
Program Evaluation: The Model-Building Game.
EDRS not available
Journal of Learning Disabilities; V4 N6 P292-306 Jun-Jul 1971

Descriptors: exceptional child education; learning disabilities; program evaluation; evaluation criteria; evaluation methods; models

New state laws pertaining to accountability in education are said to increase the importance of good program evaluation. A critical review of the literature is presented that distinguishes formal evaluation of a learning disabilities program as a whole from diagnostic evaluation of an individual child. The value of total program evaluation for making more scientifically-based decisions in future programing is demonstrated. Formal program evaluation is viewed on three levels: evaluation of specific programs run by a local educational agency; evaluation of programs across a whole state; and evaluation of programs nation-wide. Several general models for program evaluation are described and criticized. The view is advanced that fewer models should be built in the future and that more agencies should be formed which offer help in devising custom-made program evaluation schemes for ongoing learning disabilities programs. (Author)

ABSTRACT 32694

EC 03 2694 ED N.A.
Publ. Date 71 5p.
Johnson, Evelyn C.
Precision Teaching Helps Children Learn.
EDRS not available
Teaching Exceptional Children; V3 N3 P106-10 Spr 1971

Descriptors: exceptional child education; precision teaching; measurement techniques; learning disabilities; charts; records (forms); teaching methods

A teacher of elementary school children with specific learning disabilities describes how precision teaching helped three students solve specific problems in math and behavior (excessive yawning). How charts are used by the teacher and student to record the student's progress, motivate the student to perform at a higher level, show the student he is learning, and help the teacher in planning appropriately to meet the needs of each individual student is explained. The value of such continuous records not only for individualizing instruction and motivating learning but also for helping teachers evaluate the effectiveness of their teaching is pointed out. Sample Standard Daily Behavior Charts are reproduced. (KW)

ABSTRACT 32762

EC 03 2762 ED 052 580
Publ. Date 71 203p.
Resource Aid of Select[illegible]aterials for Remediation of Learni[illegible]Disorders.
Boston University, M[illegible]husetts, New England Materials f[illegible]tion Center
Bureau of Ed[illegible]e, Handicapped ([illegible]on, D. C.

EDRS m[illegible]
Boston U[illegible]Bookstore, Special Services Desk, 775 Commonwealth Avenue, Boston, Massachusetts 02215 ($4.00).

Descriptors: exceptional child education; learning disabilities; instructional materials; resource guides; remedial instruction; mathematics; diagnostic tests; reading materials; reading difficulty

The resource guide helps formulate diagnostic profiles for children with specific learning disabilities, analyzes subtests of well-known batteries, and classifies materials to match areas of strength and weakness in learning. An adaptation of the Osgood model is used to identify and order the component abilities in learning. These component abilities are related to the curriculum areas of language arts and mathematics. In the Perceptual-Motor Chart, constituting Part 1, there are four columns: the first identifies and orders the component abilities in the learning process, the second suggests particular tests or subtests to indicate the strength or weakness of that particular function, the third suggests remedial instructional materials, and the fourth column is left vacant for teacher's evaluation of the success of the diagnostic prescription. Curruculum areas of reading, spelling, handwriting, and mathematics are represented in the chart. Part 2 presents bibliographic, price, content, and purpose information for the alphabetically listed tests and remedial instructional materials. Part 3, in addition to giving bibliographic information on available mathematics materials, contains analyses of mathematics skill areas and concepts to promote better understanding of the rationale of the instructional materials. (KW)

ABSTRACT 32908

EC 03 2908 ED N.A.
Publ. Date 71 2p.
Tuder, Leonard

A School Where Feelings Come First
EDRS not available
Instructor; V81 N1 P148-9 Aug-Sep 1971

Descriptors: exceptional child education; potential dropouts; socially maladjusted; learning disabilities; educational objectives; educational methods; motivation techniques; program descriptions

The article describes Buchanan School, (Buchanan, New York), a new type of school that takes a project-oriented approach, in which children are offered real-life learning experiences. Using nongraded, individualized instruction, five regular teachers work with 35 boys, each having serious learning disabilities, behavior problems, and severe emotional disturbance. With the objective of making education irresistable fun to the potential dropout, the program involves morning and noon meals, creative arts programing that encourages acting out aggressive feelings, typing program, industrial arts projects, after-lunch recreation with emphasis on sportsmanship, sychoeducational approaches, academic scheduling to accommodate student interest, and disciplinary rules and limitations. (CB)

ABSTRACT 33001
EC 03 3001 ED N.A.
Publ. Date 71 [illegible]p.
Harvat, Robert W.
Physical Education for Children with Perceptual-Motor Learning Disabilities.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.95).

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; perceptual motor coordination; physical development; physical education; physical activities

The volume presents a series of physical education activities for teaching basic perceptual-motor processes to children with inadequate or incomplete perceptual-motor learnings. Believing that a relationship exists between perceptual-motor development and academic achievement, the author advises children to experience motor experimentation. The author adapts common procedures in physical education to emphasize perceptual-motor learnings and adds new procedures where needed. Games and group activities are stressed to increase fun. Although organized around the physical education program, some of the following activities may be adapted for use in the classroom: fundamental locomotor movements, exercises, game activities, jump rope activities, balancing activities, rhythmic activities, stunt activities, bean bag and ball handling activities, obstacle course, movement exploration, and auxiliary activities. (CB)

ABSTRACT 33006
EC 03 3006 ED N.A.
Publ. Date 71 226p.
Shelquist, Jack and Others
Resource Handbook for Development of Learning Skills.
EDRS not available
Educational Programmers Company, P. O. Box 332, Roseburg, Oregon 97470 ($14.95).

Descriptors: exceptional child education; learning difficulties; instructional materials; testing; readiness (mental); child development; auditory perception; visual perception; motor development; teaching methods; skill development

Designed to provide the nursery school, kindergarten, or elementary school teacher with suggested exercises and activities useful in developing skills or remediating deficiencies in the child's learning skills, the handbook focuses on eight learning skills thought to be crucial for normal learning progress: auditory memory sequential, word discrimination, body awareness, locational and directional concepts, color discrimination, visual-motor coordination, visual memory, and letter names. The handbook contains definitions, examples, directions, activities, charts, and activity sheets for each of the eight skills. Each skill is divided into three instructional levels, beginning, middle, and advanced, so that the teacher may adapt the material to the individual child's needs. Designed to help the teacher determine the child's auditory, visual, and motor skill needs is the Inventory of Readiness Skills, also included in the handbook, which is a short test approximately 20 minutes providing pretest and posttest measurement without special administration preparation. The handbook explains ways of combining handbook activities with standard readiness programs. (CB)

ABSTRACT 40111
EC 04 0111 ED N.A.
Publ. Date 71 6p.
Jones, Arline Whiteman
The Adaptation of the Orton-Gillingham Approach for Use in a Public School System.
EDRS not available
Bulletin of the Orton Society; V21 P89-94 1971
Paper Presented at the Annual Conference of the Orton Society (21st, Washington, D. C., November 14, 1970).

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; remedial reading; program descriptions

Described is the use of the Orton-Gillingham approach to remediation with small groups of dyslexic children in the Claremont (California) Unified School District. The program is adapted for use with small groups emphasizing prevention or remediation. Outlined are the referral process, what should be included in a complete diagnostic evaluation, what constitutes a positive learning climate and the importance of such a climate, and the explanation of the phenomena of specific language disability to parents and child. Step-by-step procedures listed include simultaneous use of all sensory modalities, use of phoneme-grapheme units for decoding and encoding, the skill of blending, patterns of language structure learned through rational processes rather than by rote memory, and integration of reading, spelling, and writing. (KW)

ABSTRACT 40148
EC 04 0148 ED 055 384
Publ. Date 71 44p.
Ashmore, Lear
Speech and Hearing Services in Exemplary Early Childhood Education Centers.
Texas University, Austin, Department of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-9-531306-(031)

Descriptors: exceptional child education; language handicapped; early childhood education; program descriptions; team teaching; learning disabilities; communication problems; speech therapists; speech therapy

Described is a projected program involving team teaching for speech clinician and classroom teacher to meet needs of children with communication problems in early childhood education centers. It is explained that the speech clinician will be present in the regular classroom for a given period of time to implement diagnosing and remediation of communication disorders of children. Speech improvement structure is described as modified block or intensive cycle scheduling plan, with speech development and speech modification theory added to regular curriculum. Implementation and advantages of the combined program from viewpoints of training coordinator, teacher, speech clinician, children, and parents are then presented. Advantages for training coordinator discussed are program and curriculum planning, scheduling, equipment and materials, staff training, and parent information. Advantage for classroom teacher is said to be in the team effort to meet children's needs. The speech clinician's main advantage is explained as being a part of the children's everyday experience. The children are thought to benefit from having no separation out of those having communication disorders, while parents are said to benefit by improved speech performance of their children. (CB)

ABSTRACT 40232
EC 04 0232 ED N.A.
Publ. Date Nov 71 7p.
Minde, K. and Others
The Hyperactive Child in Elementary School: A 5 Year, Controlled, Follow-up.
EDRS not available
Exceptional Children; V38 N3 P215-21 Nov 1971

Descriptors: exceptional child research; learning disabilities; hyperactivity; followup studies; academic achievement; behavior problems; elementary school students

The study examined the academic performance of 37 school-children diagnosed as hyperactive 4 to 6 years previously, and compared it with the performance of an equal number of nonhyperactive classmates. The results indicated that hyperactive youngsters have a significantly higher failure rate in all academic subjects and are rated by their teachers as displaying far more behavioral problems than their controls. While the hyperactive children showed an increase in learning disorders and did poorer on a group IQ test than their peers, intelligence alone was ruled out as the main contributor to their academic failure. (Author)

ABSTRACT 40240

EC 04 0240 ED N.A.
Publ. Date Nov 71 3p.
Greenwold, Warren E.; Jones, Philip R.
Clearinghouse: The Effect of Methylphenidate on Behavior of Three School Children: A Pilot Investigation
EDRS not available
Exceptional Children; V38 N3 P261-3 Nov 1971

Descriptors: exceptional child research; hyperactivity; behavior problems; drug therapy; emotionally disturbed; behavior change; student behavior; medical treatment; methylphenidate

The study examined the effects of methylphenidate (Ritalin) on three male students, ages 8-12, through double blind techniques, comparing teacher observations with those of a trained disinterested observer. Subjects were three hyperactive students who had been on medication for 1 year or less. Under the double blind technique students received methylphenidate for 1 week and placebo for 1 week. Each week teachers assigned an average8rating to each of 67 items on a Behavior Problem Checklist, which covered four areas: conduct problem, personality problem, inadequacy and immaturity, and social delinquency. The classroom observer used an instrument with three categories of behaviors: deviant behaviors, attending or work oriented behaviors, and teacher-pupil interactions. Teachers noted a decrease in conduct problems and personality problems while students were receiving methylphenidate, and the observer noted decrease in deviant behaviors and teacher-pupil interactions and a slight improvement in attending under the same condition. (KW)

ABSTRACT 40304

EC 04 0304 ED N.A.
Publ. Date 71 172p.
Bradfield, Robert H., Ed.
Behavior Modification of Learning Disabilities.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.

Descriptors: exceptional child education; learning disabilities; behavior change; reinforcement; operant conditioning; program descriptions; precision teaching

General applications and specific methods of behavior modification, with particular reference to learning disability, are discussed in 11 articles. Four articles, covering general applications of behavior modification in educational and social environments, treat assessment of learning disabled children, the organization and operation of an experimental project to modify the predelinquent behaviors of children between 6 and 16 years old, a precision teaching program, and training parents in child management. Three articles on behavior modification in the remediation of learning disabilities focus upon the frequent problem areas of reading, language, and maintenance of attention. The final section presents descriptions of four different behavior modification programs. Described are the use of grades as tokens and allowances as backup reinforcers, the learning center concept, use of behavior modification with junior high students, and use of precision teaching techniques in modifying behavior. (KW)

ABSTRACT 40327

EC 04 0327 ED N.A.
Publ. Date Nov 71 3p.
Davids, Anthony
An Objective Instrument for Assessing Hyperkinesis in Children.
EDRS not available
Journal of Learning Disabilities; V4 N9 P499-501 Nov 1971

Descriptors: exceptional child education; learning disabilities; hyperactivity; behavior rating scales; identification

Background, development, and preliminary appraisal of behavior rating scales for identifying characteristics of the hyperkinetic syndrome in learning disabled children are presented. The main purpose of the report is to make the instrument available to other investigators who are conducting studies on the diagnosis and treatment of hyperkinesis. (Author)

ABSTRACT 40329

EC 04 0329 ED N.A.
Publ. Date Nov 71 2p.
Novack, Harry S.
An Educator's View of Medication and Classroom Behavior.
EDRS not available
Journal of Learning Disabilities; V4 N9 P507-8 Nov 1971

Descriptors: exceptional child education; learning disabilities; hyperactivity; drug therapy; behavior change; discipline problems

Classroom teachers have two tasks to perform in assisting proper use of drug therapy on hyperactive children. The first is to supply objective observations on effectiveness of medication in controlling classroom behavior. The second is to develop teaching strategies for children who are unable to benefit from medication. Proper teacher training in behavior control techniques will make it possible for many children to learn with a minimum of medication to effect behavior change. (Author)

ABSTRACT 40330

EC 04 0330 ED N.A.
Publ. Date Nov 71 9p.
Conrad, W. G. and Others
Effects of Amphetamine Therapy and Prescriptive Tutoring on the Behavior and Achievement of Lower Class Hyperactive Children.
EDRS not available
Journal of Learning Disabilities; V4 N9 P509-17 Nov 1971

Descriptors: exceptional child education; learning disabilities; hyperactivity; drug therapy; diagnostic teaching; disadvantaged youth; lower class; behavior patterns; academic achievement; perceptual motor coordination

The present study had two primary objectives: to evaluate the relatively long-term (4-6 months) effects of dextroamphetamine on behavior, achievement, and perceptual-cognitive functioning of hyperkinetic children; and to compare effects of dextroamphetamine and prescriptive perceptual-cognitive tutoring, using behavior rating scales. Sixty-eight children matched for intelligence and degree of hyperactivity were assigned to the following groups: placebo/no tutoring; placebo/tutoring; dextroamphetamine/no tutoring; and dextroamphetamine/tutoring. Doubleblind procedures were used in administration of medication. Results indicated that dextroamphetamine contributed to a reduction of hyperkinetic behavioral symptoms and to improvement in performance on various measures of perceptual motor and cognitive development. Twice-a-week tutoring for an average of 20 weeks resulted in gains on some Wechsler Intelligence Scale for Children subtests but was clearly not as effective as medication. Neither experimental condition significantly influenced academic achievement as measured by the Wide Range Achievement Test. Implications for the management and instruction of hyperkinetic children were discussed. (Author)

ABSTRACT 40331

EC 04 0331 ED N.A.
Publ. Date Nov 71 5p.
Laufer, Maurice W.
Long-term Management and Some Follow-up Findings on the Use of Drugs with Minimal Cerebral Syndromes.
EDRS not available
Journal of Learning Disabilities; V4 N9 P518-22 Nov 1971

Descriptors: exceptional child education; learning disabilities; hyperactivity; drug therapy; behavior patterns; followup studies

Discussed is the hyperkinetic impulse disorder and its effect upon learning and behavior in children and adolescents. Clinical experience indicates that there may be a specific, beneficial, controlling effect from use of psychic energizers and cerebral stimulants, all characterized by causing an increase in available norepinephrine at cell surfaces in the central nervous system. Also covered are: effects of reducing quantity of norepine-

phrine at cell surfaces, medication administration, possible side effects and long-term outcomes of medications, recognition of outgrowth of hyperkinetic impulse disorder, and results of followup study showing current levels of functioning and presence or absence of persisting toxic effects from long-term use of the medications. (Author/CB)

ABSTRACT 40332

EC 04 0332 ED N.A.
Publ. Date Nov 71 8p.
Report of the Confereace on the Use of Stimulant Drugs in the Treatment of Behaviorally Disturbed Young School Children.
EDRS not available
Journal of Learning Disabilities; V4 N9 P523-30 Nov 1971

Descriptors: exceptional child education; learning disabilities; hyperactivity; elementary school students; drug therapy; behavior change; conference reports; public opinion

The advisory report for professionals and public briefly discusses aspects of stimulant medication use in treating hyperkinetic behavioral disorders in elementary school students. The general nature of behavioral disorders in children is outlined, with emphasis on hyperkinetic disorders. Incidence, etiology, course, and diagnosis of hyperkinetic disorders are mentioned briefly. Various treatment programs for hyperactivity are noted, such as

ABSTRACT 40371

EC 04 0371 ED 056 425
Publ. Date Feb 71 177p.
Broadbent, Frank W.; Meehan, D. Roger

An Evaluation of Simulation as an Approach to Assisting Elementary Teachers to Identify Children with Learning Disabilities and Utilize Ancillary Personnel in Initiating Remediation Programs within Their Classrooms. Final Report.
Syracuse University, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-70-4388(607)
BR-42-2294

Descriptors: exceptional child research; learning disabilities; teacher education; identification; remedial instruction; models; elementary education; program descriptions; program evaluation; workshops; nonprofessional personnel

Investigated was use of an instructional simulation model with elementary classroom teachers to identify learning disabled children, to utilize effectively ancillary personnel, and to initiate remediation programs in the classrooms. Teachers participating in the model were said to view children on videotape in many school settings, review academic achievement by studying records, select course of action on preprogramed materials, receive immediate feedback as reinforcement, study commercial instructional materials, and plan remedial programs for two learning disabled children. Two evaluation instruments developed were an opinionnaire and a set of three microsimulated situations. The simulation model was tested by 17 persons in a small elementary school. Results of the opinionnaire indicated that the model was successful and could serve as inservice training. Analysis of microsimulator showed significant difference between means of control and experimental groups, and two of three subtests showed significant differences in favor of the experimental groups. It was concluded that the simulation workshop did improve teacher observational skills needed to recognize learning disabilities and to formulate remedial programs. (CB)

ABSTRACT 40374

EC 04 0374 ED 056 428
Publ. Date May 71 136p.
Padalino, Jane P.
A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Final Interim Progress Report.
Union Township Board of Education, New Jersey
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-3-7-703564-4312

Descriptors: exceptional child research; perceptually handicapped; identification; remedial instruction; learning disabilities; program descriptions; program evaluation; perceptual motor coordination; motor development; academic achievement; intervention; statistical data

A 3-year program for early identification and remediation of perceptual deficiencies to prevent or minimize learning disabilities was conducted with two successive kindergarten classes. The 1967 class received intensive training for 3 years, while the 1968 class received intensive training for 2 years. Comparison of pre and posttest data for students receiving intensive training indicated improvement in areas of visual-motor integration and certain aspects of gross motor development, particularly in awareness of body parts. Occasional indications were also found of significant improvement in associative processes and in sequencing. Test results also suggested carry over from training success to academic achievement. Children receiving the enrichment program in the class of 1967 were said to score significantly higher than the control group on vocabulary tests. In general, written statements by teachers, specialists, and administrators demonstrated project effectiveness. Children in the training program were found to be more attentive and better organized. Comparison of growth scores for children in the training program who originally showed deficiencies in perceptual motor match and/or in associative processes improved most in the areas. Auditory dynamics seemed the most difficult to remediate. (CB)

ABSTRACT 40594

EC 04 0594 ED N.A.
Publ. Date 71 148p.
Wagner, Rudolph F.
Dyslexia and Your Child: A Guide for Parents and Teachers.
EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; teaching methods; tutoring; remedial reading; educational diagnosis; identification; parent role; parent education; visual perception

Outlined in detail are methods parents and teachers can use to assess reading disability and tutor the dyslexic child when professional help is not available. Danger signals of poor reading are explained, as is how to assess the level or degree of the dyslexic condition. Mixed dominance and the minor brain damage which may have caused the problem are explained. Steps are outlined for a 15-minute-a-day program of tutoring beginning at the child's present level of functioning. Exercises are given for visual-motor coordination, figure-ground perception, perceptual constancy, orientation and position in space, rhythm, and auditory and other sense perceptions. Summarized are some specific remedial techniques and methods commonly used in the teaching of reading, and some methods for helping the dyslexic child keep up with general information that other students may gain from reading.

ABSTRACT 40642

EC 04 0642 ED N.A.
Publ. Date 71 404p.
Myklebust, Helmer R., Ed.
Progress in Learning Disabilities, Volume II.
EDRS not available
Grune and Stratton, Inc., 111 Fifth Avenue, New York, New York 10003 ($13.75).

Descriptors: exceptional child research; learning disabilities; textbooks; remedial instruction; electroencephalography; attention span; early childhood education; cognitive development; thought processes; auditory training; visual learning; mathematics

The second volume of 12 readings on learning disabilities is said to emphasize remediation: points of view, rationales, principles, techniques, and application of diagnostic findings. Orville C. Green and Suzanne M. Perlman discuss endocrinology and disorders of learning from the viewpoint that proper nutritional supplies are essential to intellectual development. John R. Hughes then describes two studies pertaining to electroencephalography and learning disabilities. Arguments and evidence are next presented by Roscoe A. Dykman and others that a specific learning disability exists with the cardinal symptom of defective attention. Davis Howes then discusses vocabulary size estimated from the distribution of word

frequencies. Examined next are early identification and careful management of learning disabilities in early childhood so that the child can best adapt himself to his environment, by Eric Denhoff and others. Christopher Connolly analyzes social and emotional factors in learning disabilities from the viewpoint that a child needs to be viewed first as a child with normal needs and second as an individual with a handicap. Attention next is focused on impact of cognitive perceptual motor deficits on personality development and relationships to behavior and learning by Eli Z. Rubin. Raymond Kluever investigates the relationship of mental abilities to learning disabilities. Learning disabilities and cognitive processes are then discussed by Helmer R. Myklebust and others. James C. Chalfant and Virgil E. Flathouse emphasize investigation of children's learning through auditory and visual input channels. Elena Boder reviews three prevailing diagnostic concepts of developmental dyslexia and advocates a new diagnostic approach in which reading and spelling are analyzed jointly. Last, Robert Cohn examines arithmetic and learning disabilities. (CB)

ABSTRACT 40690

EC 04 0690 ED 057 882
Publ. Date Oct 70 94p.
Melcer, Donald and Others
An Experimental Therapeutic Program for Head Start Children.
Michigan State University, East Lansing, Institute For Family and Child Research
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; early childhood education; program descriptions; intervention; learning disabilities; emotionally disturbed; social development; emotional development; demonstration praects

The year end report is a narrative of the development and first year of operation of a pilot therapeutic psychoeducational program (simulating conditions of a typical Head Start program) for a group of five preschool low-income children who could not be contained in a regular Head Start classroom due to varied emotional, developmental, and learning problems. Teaching staff consisted of a teacher, aide, and volunteer, none of whom had special education or psychology training. Ten hours per week of consultation by a clinical psychologist were provided. The program included total group activities to create group cohesion and improve social skills, sub-group activities designed around levels of motor ability and communication skills, and individual instruction. Parent involvement was sought. The case study approach was used in describing gains in language development, communication skills, perceptual-motor development, social development, and intellectual development. It is reported that children improved to some degree in all categories, with greatest improvement in communication and social skills; parental attitudes and behavior toward the atypical child were changed inall cases but one; and the regular teaching staff was able to work effectively with the wide variety of emotional and developmental problems. (KW)

ABSTRACT 40755

EC 04 0755 ED N.A.
Publ. Date Dec 71 2p.
Tenorio, Sue C.; Raimist, Lewis I.
A Noncategorical Consortium Program.
EDRS not available
Exceptional Children; V38 N4 P325-6 Dec 1971

Descriptors: exceptional child edcation; behavior problems; learning difficulties; diagnostic teaching; resource teachers; learning disabilities; student placement; program descriptions

Described is an experimental program in which students with behavioral and/or learning difficulties are helped within the regular classroom by a diagnostic-prescriptive teacher or a crisis-resource teacher. Results of the 3-year program suggest that many problem students can be maintained in the regular classroom with spportive services. (CB)

ABSTRACT 40762

EC 04 0762 ED 057 528
Publ. Date Aug 70 118p.
Irvine, Paul; Plumpton, Russell A.
A Program for the Vocational Rehabilitation of Emotionally Disturbed and Brain-Injured Adolescents in a Public School Setting. Final Report.
Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, New York
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; minimally brain injured; vocational education; senior high school students; program development; neurologically handicapped; vocational rehabilitation; public schools

The study involved the development of an experimental vocational education program for emotionally disturbed and brain-injured adolescents in a public school. Subjects were 29 boys, ages 14-21 years, enrolled in special classes for the emotionally disturbed and brain-injured. The program embodied three levels of training: prevocational orientation, exploratory occupational education, and specific occupational preparation. The last two were provided through supervised work experience and a classroom shop program in a vocational school setting. Fourteen subjects graduated from the program, three returned to and graduated from the regular high school program, 10 left the program, and two are still enrolled. A followup study showed that 13 of the 14 program graduates are satisfactorily employed. Essential elements of a comprehensive vocational education program in a public school were found to include participation of the public vocational rehabilitation agency, services of a vocational school, extensive exploratory occupational experience, and availability of both a classroom shop instructional program and on-the-job instruction. Curriculum guidelines are appended. (Author/KW)

ABSTRACT 41100

EC 04 1100 ED N.A.
Puol. Date 72 9p.
Auxter, David
Evaluation of Perceptual Motor Training Programs.
EDRS not available
Teaching Exceptional Children; V4 N2 P89-97 Win 1972

Descriptors: exceptional child education; perceptually handicapped; perceptual motor coordination; motor development; program evaluation; learning disabilities; guidelines

Provided are guidelines for evaluation of gross perceptual motor programs. Four major considerations discussed are the relevancy of the motor activities to the established objectives, the effectiveness of the program in accommodating a variety of developmental levels simultaneously, the extent to which evaluation is incorporated into the activities for both student placement and student advncement, and the expediency of program implementation and pupil engagement to achieve optimal positive behavioral change. (CB)

ABSTRACT 41252

EC 04 1252 ED N.A.
Publ. Date Mar 72 3p.
Where Every Child is Educable.
EDRS not available
Instructor; V81 N7 P66-8 Mar 1972

Descriptors: exceptional child education; program descriptions; learning disabilities; individualized instruction

The program of the Developmental Learning Center at Hawthorne School in Lincoln, Nebraska is described. Children with emotional, social, or intellectual deficiencies receive an individualized curriculum relevant to them and are motivated by reinforcement. Located in a regular school, the Center is part of a city-wide program which is increasingly directed toward integrating the children as much as possible into their neighborhood schools or regular classes. (RJ)

ABSTRACT 41337

EC 04 1337 ED N.A.
Publ. Date Mar 72 6p.
Wasserman, Edward and Others
A Neglected Aspect of Learning Disabilities: Energy Level Output.
EDRS not available
Journal of Learning Disabilities; V5 N3 P130-5 Mar 1972

Descriptors: exceptional child education; learning disabilities; hyperactivity; remedial programs; learning characteristics; grouping (instructional purposes)

Evaluated is the energy level output of the energy children have for use in learning. It is pointed out that some children play out this energy frenetically, while others hold back or are unable to release it. Described is a learning disabilities

remedial program in the Department of Pediatrics of New York Medical College, Metropolitan Hospital Center, which is based on the premise that energy level output is significant in the way children learn. Features of the program include concurrent attendance in the Learning Disabilities Center and in a regular class, and grouping and subgrouping of children according to energy level. Observations have suggested that high energy level children learn more efficiently when material is presented unisensorily and a multisensory response is required, while low energy children are more responsive to a multisensory presentation requiring a unisensory feedback. (Author/KW)

ABSTRACT 41338

EC 04 1338 ED N.A.
Publ. Date Mar 72 9p.
Forrest, Elliott B.
The Visual Auditory-Verbal Program.

EDRS not available
Journal of Learning Disabilities; V5 N3 P136-44 Mar 1972

Descriptors: exceptional child education; learning disabilities; reading difficulty; oral reading; remedial programs; program descriptions; learning processes

Discussed is the Visual/Auditory-Verbal (V/A-V) syndrome, a specific and enigmatic reading problem in which a child may demonstrate a good visual memory for words but cannot translate visual-sound symbols (written words) back into their original sounds, symbol by symbol. The rationale and organization of a four-stage remedial program designed to aid children exhibiting the V/A-V syndrome are described. The four stages, which are ideographic drawing, pictographic writing, syllabic writing, and alphabetic coding, are said to be a sequence which recapitulates the development of pictorial representation into alphabetic writing and reading. (Author/KW)

ABSTRACT 41418

EC 04 1418 ED N.A.
Publ. Date Apr 72 8p.
Bryant, N. Dale
Learning Disabilities.
EDRS not available
Instructor; V81 N8 P49-56 Apr 1972

Descriptors: exceptional child education; learning disabilities; identification; class activities; remedial instruction; teacher role

Answered for the benefit of classroom teachers are basic questions concerning learning disabilities. Topics touched upon include definitions of learning disabilities, how to identify learning disabled students, and how a teacher can help remedy or circumvent their problems. Included is a list of learning activities suggested for working with learning disabled children in the areas of reading, handwriting, spelling, and arithmetic. (KW)

ABSTRACT 41490

EC 04 1490 ED N.A.
Publ. Date Apr 72 5p.
Rochford, Timothy; Brennan, Richard
A Performance Criteria Approach to Teacher Preparation.
EDRS not available
Exceptional Children; V38 N8 P635-9 Apr 1972

Descriptors: exceptional child education; learning disabilities; teacher education; inservice teacher education; graduate study; program descriptions, cooperative programs

Described is a program, implemented by a school district with a shortage of teachers trained to deal with learning disabilities, which combines inservice education and graduate study. Features of the program include: cooperative planning and implementation by the school district, a college, and parents; combining of inservice education into a college curriculum granting graduate credit to teachers; a program based on competency units which are translated into behavioral skills; and a course where skills learned are continuously implemented and evaluated in the elementary classroom. Description of the program touches upon the planning committee, competency units, the use of single unifying themes, means of evaluating participating teachers, program evaluation, funding, and rationale. (Author/KW)

ABSTRACT 41765

EC 04 1765 ED N.A.
Publ. Date Apr 72 194p.
Jordan, Dale R.
Dyslexia in the Classroom.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($2.95).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; teaching methods; remedial instruction; visual perception; auditory perception; handwriting

The volume on the diagnosis and correction of reading problems is intended for teachers and other professionals who have neither time nor opportunity for specialized study of perceptual disabilities. Guidelines are given for identifying specific kinds of reading disabilities: visual dyslexia, auditory dyslexia, and dysgraphia. Practical suggestions for correcting each of these problems in the classroom are then provided. The final chapter explains how to distinguish dyslexia from other disabilities. Checklists of distinguishing symptoms are provided in all cases. Appended are instructions for administering the Jordan Oral Screening Test, the Jordan Written Screening Test for Specific Reading Disability, and the Jordan Auditory Screening Test. (KW)

ABSTRACT 41936

EC 04 1936 ED 062 739
Publ. Date 72 112p.
Exceptional Children Conference Papers: Learning and Language Disabilities.
Council for Exceptional Children, Reston, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
Papers Presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972).

Descriptors: exceptional child research; learning disabilities; language handicapped; conference reports; identification; inservice teacher education; teaching methods; spelling; program descriptions

The ten conference papers on learning and language disabilities begin with discussions of staff development procedures for teachers of language handicapped children, methods of instructional intervention for such children, and the comparative utility of the limited, intensive, and comprehensive methods of identification and evaluation of language handicapped students. Research reported concerns the elimination of isolate behavior of a girl in a learning disability class, the contributions of perceptual and conceptual skill training to ability to discriminate and reproduce geometric form, use of distributive practices to modify spelling performance, and the electroencephalogram as a predictor of intellective and academic performance. Additional papers discuss behavioral aspects of learning disabilities and recent developments in the education of learning disabled adolescents. (KW)

ABSTRACT 41986

EC 04 1986 ED N.A.
Publ. Date Jun 72 7p.
Van Osdol, Bob M.; Carlson, Larry
A Study of Developmental Hyperactivity.
EDRS not available
Mental Retardation; V10 N3 P18-24 Jun 1972

Descriptors: learning disabilities; hyperactivity; clinical diagnosis; therapy; etiology; literature reviews

The purpose of the paper is the organization of the more specifically recognized knowledge relative to the main variables involved in the management of hyperactive children. With the understanding that hyperactive behavior usually is beyond the normal control potential, both within the home and the school, it becomes essential that more effective means of developing programs to meet the needs of this special group of children gain attention. The paper considers essential factors of medical, psychological, and educational diagnosis and management of hyperactivity. (Author)

ABSTRACT 42413

EC 04 2413 ED 064 826
Publ. Date 70 42p.
Assessment of the 1969-70 ESEA Title III Project: Creating a Supportive Educational Atmosphere for Parents and Their Three to Seven Year Old Handicapped Children.
Sacramento City Unified School District, California
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; handicapped children; educational programs; program effectiveness; early childhood education; preschool children; educational needs; motor development; language ability; social development; intellectual development

Reported was program effectiveness of an early childhood educational program designed to provide a supportive educational atmosphere to meet the educational needs of young children handicapped by deviant emotional, behavioral, educational, and neurological growth patterns. Eighteen students participated in the program with objectives of development in areas of gross and fine motor activities, comprehension and use of language, ability to function independently in social situations, and intellectual ability. General information provided for the program description included description of classes, personnel, activities, auxiliary services, and parent participation. Sources of evaluative data were staff member reports, standardized test data, behavioral and performance rating scales, and staff and parent questionnaires. Selected findings indicated that as a group, students showed an average increase in IQ scores of 18.31 points, approximately 67% of the students achieved well on behavioral and performance rating scales, program organization was adequate, and the parents thought the program was successful. Appended are two statements on creating a supportive educational atmosphere among parents and their 3 to 7-year-old handicapped children, and sample forms used in the program. (CB)

ABSTRACT 42460

EC 04 2460 ED 064 835
Publ. Date (72) 112p.

Individualized Multi-sensory Approach to Learning; A Title III, ESEA Project.

Lincoln Community High School, Lincoln, Illinois
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; dropouts; educational programs; program descriptions; secondary school students; educational methods; multisensory learning

Described is a project that seeks to develop a new instructional approach that meets the needs of potential highschool dropouts with learning disorders in an attempt to help them acquire necessary levels of competence in the areas of English, mathematics, and science. The project is based on the Elementary and Secondary Education Act Title III. The project used a multi-sensory approach to learning disabilities which is said to be based upon the General Model of Instruction and upon an Instructional Management Strategy, both of which are explained. Program source guides are explained to contain the basic information that the student is required to learn and are said to take the following form: instructional objective, proficiency pretests, learning activities, self tests, formative evaluation, and questing. Then discussed are the role and responsibilities of the project teacher. Included are sample project forms. Explained are the reading, English, science, and mathematics programs. Information generally provided includes preliminary information, scope and sequence, and responsibilities of the teacher. The evaluation procedure to be followed is clarified. (CB)

ABSTRACT 42797

EC 04 2797 ED 063 098
Publ. Date 72 116p.
Rosner, Jerome

The Development and Validation of an Individualized Perceptual Skills Curriculum.

Pittsburgh University, Pennsylvania. Learning Research and Development Center
Ford Foundation, New York, N. Y.; Office of Education (DHEW), Washington, D. C. Bureau of Educational Research and Development
EDRS mf,hc

Descriptors: exceptional child education; perceptually handicapped; perceptual development; educational programs; program descriptions; learning disabilities; perceptual motor learning; skill development; visual learning; aural learning; elementary education; primary grades; curriculum

Described is the development and validation of an individualized perceptual skills curriculum said to be committed to the concept of adaptive education, in which academic failure is attributed to the educator, not to the child. The adaptive model is explained to afford the educator two options of attempting to define the optimum instructional program for each child and of providing the child with the training needed to acquire those skills that are prerequisite to successful performance in a specific instructional program. The description is organized around four project goals focusing on identification of perceptual skills appearing to be directly related to basic classroom tasks of reading and arithmetic at primary level, ascertainment whether identified skills can be trained effectively, ascertainment whether trained skills can be transferred to other classroom behaviors, and description of training to allow implementation and management in public school classroom as a perceptual skills curriculum. Four behavioral structures described include visual motor skills, auditory motor skills, general motor skills, and letters and numerals, which is explained to represent behaviors that require the child to organize and relate visual and acoustical information simultaneously. (CB)

ABSTRACT 42909

EC 04 2909 ED N.A.
Publ. Date Oct 72 5p.
Fiedler, Margaret

Did the Clinic Help?

EDRS not available
Journal of Reading; V16 N1 P25-29 Oct 1972

Descriptors: exceptional child research; learning disabilities; reading difficulty; reading clinics; secondary school students; questionnaires; program evaluation; habit formation; reading ability; negative attitudes

The effect of a reading clinic on 29 secondary school students' poor reading habits and negative attitudes toward reading was investigated. Responses to reading related questions from an interest inventory were compared with responses to similar questions given on a followup inventory of the same 29 students who were then graduating from high school. At the time of clinic enrollment, the students' reading achievement was 2 or more years below the level indicated by age and intellectual capacity. Ten questions on matters such as reading habits, enjoyment of reading, and library use were posed. Responses were evaluated by comparing the quality of the student's original response with the response to followup questions and by categorizing the change in terms of maturity and appropriateness. Positive changes in reading attitudes and taste were reported for 22 of the 29 students. Analysis suggested that students change attitudes toward reading as skills increase, but have difficulty reflecting this in improved grades.

ABSTRACT 50170

EC 05 0170 ED N.A.
Publ. Date Oct 72 15p.
Adelman, Howard S.

Teacher Education and Youngsters with Learning Problems. Part I: Basic Issues and Problems Confronting Teacher Education Programs.

EDRS not available
Journal of Learning Disabilities; V5 N8 P468-83 Oct 72

Descriptors: exceptional child education; learning disabilities; teacher education; educational needs; program development; educational objectives; program evaluation; curriculum

The article on teacher education discusses goals, curriculum and evaluation procedures for teacher education programs designed to meet the needs of children with learning problems. The following propositions are considered: teacher education programs should offer a detailed, coordinated curriculum involving academic, observational, and participatory experience through which an individual can proceed in a patterned and sequenced fashion; the curriculum should involve preservice and inservice phases, and processes of training, delimited education, and general education; the curriculum should reflect a commitment to the needs of the pupil population, the professional and personal needs of the enrolled participants, the needs of the field of education, and the needs of society. The general abilities to be covered by teacher education programs are categorized according to major types (behaviors and skills, content and concepts, awareness and attitudes) and areas (assessment, program planning and implementation, consultation, supervision, and research).

Integrating process variables (academic input experiences, practice experiences, and awareness oriented experiences) while allowing for individual differences is discussed. Explained is R. Stake's conceptual framework for evaluating educational programs which calls for: assessing the functional contingencies between antecedent conditions, transactions and outcomes; assessing the congruence between what is intended and what occurs; and making absolute comparisons based on standards of excellence, and relative comparisons of programs. Factors to be evaluated in special education programs are considered. (GW)

ABSTRACT 50173

EC 05 0173 ED N.A.
Publ. Date Oct 72 4p.
Rampp, Donald L.; Covington, Jan R.
Auditory Perception, Reading and the Initial Teaching Alphabet.
EDRS not available
Journal of Learning Disabilities; V5 N8 P497-500 Oct 72

Descriptors: exceptional child research; perceptually handicapped; initial teaching alphabet; reading; auditory perception; learning disabilities; educational programs; program effectiveness

Reported was a study of the effectiveness of a 40 week reading program using the Initial Teaching Alphabet (ITA) with 10 male students (8 to 12 years of age) who exhibited auditory perceptual disturbances. The ITA offered a consistent alternative to the inconsistent auditory-visual correspondences of traditional English orthography. The Gray Oral Reading Test was administered before and after the program to test reading progress. Scores were found to be significantly higher after the program. The stages of auditory blending and of transition to traditional orthography were found to cause the greatest difficulty. (GW)

ABSTRACT 50398

EC 05 0398 ED N.A.
Publ. Date Nov 72 2p.
Dunn, Ima C.; Nogare, Eileen
Model for the Establishment of a Learning Disabilities Program.
EDRS not available
Focus on Exceptional Children; V4 N6 P9-10 Nov 1972

Descriptors: exceptional child education; learning disabilities; learning difficulties; junior high school students; diagnostic teaching; educational programs; program descriptions; grouping (instructional purposes)

Described is a model educational program said to be suitable for small school districts which combined individualized prescriptive teaching with regular classroom placement for learning disabled junior high students. The special program in reading, language arts, math, and social skills is said to require a three to four period time span each day and few additional school personnel. (DB)

ABSTRACT 50593

EC 05 0593 ED N.A.
Publ. Date Dec 71 8p.
Mitchell, Marlys Marie
Nonprofessional Personnel Become Professional Teachers.
EDRS not available
Education and Training of the Mentally Retarded; V6 N4 P177-84 Dec 1971

Descriptors: exceptional child research; nonprofessional personnel; teacher aides; educational programs; program descriptions; learning disabilities

A project in which six nonprofessional personnel were used for supplementary instructional services in elementary schools was examined in terms of the roles, selection, training, supervision, special assets and evaluation of the nonprofessionals. The major goal of the program's first year was to improve the language arts skills of children functioning below grade level. Pretest and posttest Primary Mental Abilities ratio IQ scores showed that children taught by the nonprofessional personnel made significantly greater gain scores than children not receiving instruction after one year. Such gains were found despite the fact that the special children received only 3 months of instruction the first year. (GW)

ABSTRACT 50689

EC 05 0689 ED N.A.
Publ. Date Jan-Feb 6p.
Miller, Floyd
Getting Billy Into the Game.
EDRS not available
American Education; V9 N1 P22-7 Jan-Feb 1973

Descriptors: exceptional child education; learning disabilities; hyperactivity; special classes; program descriptions; remedial programs; Madison plan

Beginning with the story of Billy, a hyperactive elementary school student whose disruptive habits made him unable to succeed in academic work or in peer relations, the article discusses the characteristics of hyperactivity and a special school program designed to help such children. Drug therapy and a structured home environment are said to often be of assistance in treating hyperactivity. The program described is a special education project at the Unified School District in Santa Monica, California, begun in 1965 for handling children with learning problems, especially hyperactive failure-prone children. The remedial programs, which became known as the Madison plan, are shown to involve a system of check marks (immediate reinforcement) and rewards for small groups of students in learning centers at both the pre-academic and academic levels. Reported are some of the observer's impressions gained during a day's visit to the program. (KW)

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